

English II – Pre-International Baccalaureate

Summer Assignment

Mrs. Hill

10th grade

Supply List:

- Composition notebook (Reader's Log)
- One subject spiral notebook (Bell work/test prep journal)
- 2" Three – ring binder
- Notebook paper
- 1 package of five dividers
- Colored pencils
- Highlighters
- Flash Drive (USB)
- *MLA Handbook for Writers of Research Papers* (7th edition)
- *Frankenstein* by Mary Shelley a Bantam Classic (ISBN 9780553212471)

Reading Assignment:

- Read the novel *Frankenstein*.
- Answer the **discussion questions**.
- Respond to the **quotations** by answering the following questions:
 1. Who is speaking?
 2. To whom is he speaking?
 3. What is the meaning/content of his words?
- All answers **should be typed and saved onto your USB** (The questions do not need to be retyped, just give complete sentence answers to each question.)
- Complete **Dialectal Journal Assignment** for the specified chapters. This should be written or typed and pasted into a composition style or single subject notebook.
- **Create your own creature** made up of "beautiful" parts

I. DISCUSSION QUESTIONS – Frankenstein

Interpretive

1. From what point of view is the story told? How would the story change if told from only one character's point of view?
2. Discuss the creature's views on society, justice, and injustice.
3. Discuss the main themes in the novel.
4. What role does weather have in maintaining the mood in *Frankenstein*?
5. Why did Shelley include Dr. Darwin's name in the preface?
6. Discuss the type of families portrayed in the novel.
7. Discuss Victor Frankenstein's personality.
8. Discuss the creature's personality.
9. Discuss the use of emotions in the novel.
10. Discuss the symbolism behind Victor Frankenstein's crime against nature.
11. What role did Elizabeth play in the novel?

Critical

12. What reaction does the creature's appearance arouse in the reader?
13. Discuss the elements of the gothic novel in relation to *Frankenstein*.
14. Did Mary Shelley effectively use nature in her novel?
15. What is foreshadowing? Discuss the use of foreshadowing in the novel.
16. How does the author seem to feel about Victor? About the creature?
17. Explain the significance of the sub-title "The Modern Prometheus."

Personal Response

18. How did the epistolary style of the novel affect your understanding/enjoyment of it?
19. Do you think Mrs. Saville ever received the letters? Why or why not?
20. If you were Mary Shelley's editor, what changes would you suggest?

21. Would you recommend this book to a friend?
22. How did you feel about Victor Frankenstein as a person?
23. How did you feel about the creature?
24. In the Introduction, Mary Shelley said she wanted to “think of a story that would speak to the mysterious fears of our nature and waken thrilling horror.” In your opinion, did she succeed? Why or why not?
25. Did you like the ending of the novel? Why or why not?
26. If you have a favorite horror story or movie, compare and contrast it with *Frankenstein*.

II. QUOTATIONS- Frankenstein

1. “And now, once again I bid my hideous progeny go forth and prosper. I have affection for it, for it was the offspring of happy days, when death and grief were but words, which found no true echo in my heart.”
2. “So strange an accident has happened to us, that I cannot forbear recording it, although it is very probable that you will see me before these papers can come into your possession.”
3. “On perceiving me, the stranger addressed me in English, although with a foreign accent. “Before I come on board your vessel,” said he, “will you have the kindness to inform me whither you are bound?”
4. “I have described myself as always having been imbued with a fervent longing to penetrate the secrets of nature.”
5. None but those who have experienced them can conceive of the enticements of science. In other studies you go as far as others have gone before you, and there is nothing more to know; but in a scientific pursuit there is continual food for discovery and wonder.”

6. Who shall conceive the horrors of my secret toil, and I dabbled among the unhallowed damps of the grave, or tortured the living animal to animate the lifeless clay?
7. I had desired it with an ardent fervor that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart.”
8. “My dear Frankenstein, how glad I am to see you? How fortunate that you should be here at the very moment of my alighting!”
9. “Get well, and return to us. You will find a happy, cheerful home and friends who love you dearly.”
10. “During the whole of this wretched mockery of justice I suffered living torture. It was to be decided, whether the course of my curiosity and lawless devices would cause the death of two of my fellow-beings: one a smiling babe, full of innocence and joy: the other far more dreadfully murdered, with every aggravation of infamy that could make the murder memorable in horror.”
11. “But is it not a duty to the survivors that we should refrain from augmenting their unhappiness by an appearance of immoderate grief? It is also a duty owed to yourself; for excessive sorrow prevents improvement or enjoyment, or infamy that could make the murder memorable in horror.”
12. “It is with considerable difficulty that I remember the original era of my being; all the events of that period appear confused and indistinct. A strange multiplicity of sensations seized me and I saw, felt, heard, and smelt, at the same time.”
13. “Accursed creator! Why did you form a monster so hideous that even you turned from me in disgust? God, in pit, made man beautiful and alluring, after his own image; but my form is a filthy type of yours, more horrid even from the very resemblance. Satan had his companions, fellow devils, to admire and encourage him? But I am solitary and abhorred.”
14. “I was like a wild beast that had broken the toils; destroying the objects that obstructed me and ranging through the wood with a stag-like swiftness.”

15. "I, too, can create desolation; my enemy is not invulnerable; this death will carry despair to him, and a thousand other miseries shall torment and destroy him.
16. "I am malicious because I am miserable. Am I not shunned and hated by all mankind?"
17. "I swear by the sun, and by the blue sky of Heaven, and by the fire of love that burns my heart, that if you grant my prayer, while they exist you shall never behold me again."
18. "I had rather be with you in your solitary rambles, than with these Scotch people whom I do not know; hasten the, my dear friend, to return, that I may again feel myself somewhat at home, which I cannot do in your absence."
19. "I confess to you, my friend, that I love you, and that in my airy dreams of futurity you have been my constant friend and companion."
20. "...and if I see but one smile on your lips when we meet, occasioned by this or any other exertion of mine, I shall need not other happiness."
21. Oh! Peace, peace, my love," replied I; "this night, and all will be safe; but this night is dreadful, very dreadful."
22. "But such is not my destiny; I must pursue and destroy the being to whom I gave existence; then my lot of earth will be fulfilled, and I may die."
23. "During these last days I have been occupied in examining my past conduct; nor do I find it blamable."
24. "Wretch!" I said, "It is well that you come here to whine over the desolation that you have made. You throw a torch into a pile of buildings, and when they are consumed, you sit among the ruins, and lament the fall. Hypocritical fiend!"
25. "Blasted as thou were, my agony was still superior to thine, for the bitter string of remorse will not cease to rankle in my wounds until death shall close them forever."

III. *Frankenstein* DIALECTICAL JOURNAL ASSIGNMENT:

Summary: One method to get more involved with a given text is through the use of the dialectical journal. The term dialectical comes from the Greek *dialektos*, meaning “conversation, discussion.” As we read, whether or not we realize it, we have a “conversation” with the text and ourselves; we often question why the author has placed so much emphasis on something, why a character reacted the way he or she did or why the author chose the titles selected, among other things. This journal assignment will allow you to explore those conversations and will assure that you are actively participating in understanding what you read.

- You may type or handwrite your journal. **You will divide your paper into two columns. One column will be labeled “Text” and the other “Response.”** As you read you will record important passages or quotes in the “Text” column. Include passages or quotes that catch your interest or curiosity, raise questions, and /or respond to literary terms. In addition, there are other reasons to select passages or quotations including:
- **Epiphany-** seeing something you did not see before-character insights- motives- symbolic representations, reasons for conflicts/relationships-recognition of patterns-repeated images, repetition of ideas, details, structural or content shifts, new beliefs, scientific concepts or theories, inquiries, or experiments, etc.
- **Style-** use of certain words, phrases, sentence structures, tone, etc.
- **Literary devices-** interpret imagery, figures of speech, symbols, allusions, etc. and give possible explanations and realizations of a deeper meaning or theme that is running throughout the novel
- **Points of view-** connections made to the real or modern world; connections to the future or future possibilities.

REMEMBER TO INCLUDE AN IN-TEXT CITATION FOR EACH PASSAGE/QUOTE USED IN YOUR JOURNAL.

In the “Response” column, record your responses to the passages or quotes you have chosen. You may annotate, or note, any questions, comments, or ideas next to the excerpt from the text that aroused your interest or curiosity. These entries will be used in class to raise questions that you may have had or to indicate thoughts and reflections that occurred while you were reading. In essence, the “Response” section becomes a history of your reading. Each journal entry must be accompanied with full and original commentary. The journal is a map of your thoughts; therefore, incomplete commentary demonstrates incomplete thought.

The entries are assigned as follows:

One journal entry for Letters 1-4

Three journal entries for chapters 1-4

Three journal entries for chapters 5-9

Three journal entries for chapters 10-14

Three journal entries for chapters 15-19

Two journal entries for chapters 20-21

Three journal entries for chapters 22-24

Please record your quotations/responses in the order they appear in the novel.

A strong journal will have a variety of passages/quotations with responses that **cover the entire length of the novel.**

Responses should be your **own original ideas and not copied** from other sources. Plagiarism is unacceptable and will be taken seriously.

Example:

Text	Response
<p>Passage/Quote 1</p> <p>I was easily led to give utterance to the burning ardour of my soul, and to say, with all the fervor that warmed me, how gladly I would sacrifice my fortune, my existence, my every hope, to the furtherance of my enterprise. One man's life or death were but a small price to pay for the acquirement of the knowledge which I sought, for the dominion I should acquire and transmit over the elemental foes of our race.(Shelley 13)</p>	<p>Response 1</p> <p>Because these words by Walton elicit such a strong reaction in the stranger, they must be relevant or thematic to the on-going action of the story. The stranger calls them madness and this gives possible insight into the stranger himself. They seem to make a personal connection to his life and past, as he tells him to "dash the cup from his lips."</p>

IV. CREATE YOUR OWN MONSTER

Create a monster taking parts from a variety of **people** to bring to life your own new creature. **Do not use animal parts.** The following elements are required:

- **Head-** can use from one person, or use different people for their eyes, nose, mouth, ears, etc. You will need to include the brain as well, even though it will not be a visible part.
- **Hair**
- **Torso-** the truck of the body. You will to include the heart as well, even though it will not be a visible part.
- **Limbs-** arms, hands, legs, and feet- Arms and hands and legs and feet can come from the same person, be used in pairs, or each can come from different people.

These “beautiful” parts will be assembled to create your monster. Be sure to make a key, listing each part used, who it was taken from, and why it was chosen.

This project can not be smaller than an 8x11 standard sheet of Xerox paper or larger than a sheet of poster board. It should be neatly labeled and colorful to make an attractive display. You may use photo shop for this project. You can take pictures from magazines, newspapers, the internet, etc. Paste or glue these images to create a human form and have fun! Choose the most perfect elements and then combine them together to make your creature.

These new creations will be presented to the class during the first week of school. Students will tell the class about their monster and how they chose and put the parts together. This should be about a one and a half minute to two minute oral presentation, given while displaying the poster of your image to the class.

BECOME THE SCIENTIST AND BE CREATIVE! HAVE FUN! EXPERIMENT!